



**NEW ENGLAND
COMMON ASSESSMENT PROGRAM**

Test Administrator Manual

GRADE 4

October 3–25, 2005

Important Contact Information

General Information

If you have any questions regarding the New England Common Assessment Program (NECAP) or procedures for administering the NECAP Pilot Assessment, contact the Measured Progress Service Center at 1-877-632-7774. This Service Center will be available beginning on September 14, 2005. The Service Center will be open Monday through Friday between the hours of 8:00 AM – 4:00 PM.

If you need additional NECAP test materials, see the test coordinator for your school.

Information about NECAP Policy

If you have any comments or suggestions regarding the New England Common Assessment Program (NECAP), contact:

New Hampshire Department of Education: Tim Kurtz, Director of Assessment, 603-271-3846, 101 Pleasant Street, Concord, NH 03301-3860, www.ed.state.nh.us

Rhode Island Department of Elementary and Secondary Education: Mary Ann Snider, Director of Assessment and Accountability, 401-222-8492, 255 Westminster Street, Providence, RI 02903, www.ridoe.net

Vermont Department of Education: Michael Hock, Director of Assessment, 802-828-3115, 120 State Street, Montpelier, VT 05620-2501, www.state.vt.us/educ/

Important Dates

Test administration must be completed during this period October 3–25, 2005

Test materials will be picked up by UPS for return to Measured Progress on this date October 26, 2005

TEST SECURITY

All test items and responses to those items in the New England Common Assessment Program are secure and may not be copied or duplicated in any way or retained in the school after testing is completed.

Checklist for Test Administrators

Before testing:

- ☐ Read the *Test Administrator Manual* in its entirety.
- ☐ Assist the test coordinator with notifying students and parents about the testing program.
- ☐ Meet with the test coordinator to review the testing schedule, arrange for students who require accommodations, and review procedures in the *Test Administrator Manual*.
- ☐ Inventory test materials received from the test coordinator.
- ☐ Punch-out the Mathematics Tool Kit pieces and insert them into the white envelopes provided.
- ☐ Obtain Student ID Labels from the test coordinator and affix them on the appropriate space provided on the front cover of the Student Answer Booklets.
- ☐ Complete the student name, state assigned student ID, and birth date fields on the front cover of the Student Answer Booklet for all students for whom a label was not provided.
- ☐ Obtain student demographic information from the test coordinator for all students for whom a label was not provided. **This information is required on page 2 of the Student Answer Booklet** (see Appendix 1).
- ☐ Secure additional materials needed for testing (#2 pencils, scratch paper, calculators, NECAP Multiplication Table, NECAP Hundreds Chart, etc.). (The NECAP Multiplication Table and Hundreds Chart are available on the individual state department of education websites.)

During testing:

- ☐ Maintain test security.
- ☐ Post a “Testing—Please Do Not Disturb” sign on your classroom door.
- ☐ Write the names of the test administrator, school, and district on the chalkboard.
- ☐ Be sure that all students have comfortable and adequate workspaces.
- ☐ Be available to answer questions as necessary.
- ☐ Monitor students’ handling of test materials to keep the materials in good condition.
- ☐ Ensure accommodations are provided to students as appropriate.
- ☐ Administer makeup testing for students who miss all or part of the test.
- ☐ Notify the test coordinator of any testing irregularity.

After testing:

- ☐ Verify that Student Answer Booklets are correctly marked and in good condition.
- ☐ Complete all applicable student information on page 2 of the Student Answer Booklet for all students. (See page 20 and Appendices 1 and 2.)
- ☐ Confirm that no paper has been inserted, taped, pasted, stapled or otherwise attached to the Student Answer Booklet.
- ☐ Attach an explanatory note to each Student Answer Booklet that needs special handling and place this material at the top of your stack of test materials.
- ☐ Complete the Test Administrator Questionnaire and return the answer sheet to your test coordinator with the other test materials.
- ☐ Assemble the Student Answer Booklets and all other test materials and return those materials to your test coordinator.

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The New England Common Assessment Program

Background

The New England Common Assessment Program is the result of collaboration among New Hampshire, Rhode Island, and Vermont to build a set of assessments for grades 3 through 8 to meet the requirements of the No Child Left Behind Act (NCLBA). The states decided to work together for three important reasons:

- Working together brings together a team of assessment and content specialists with experience and expertise greater than any individual state.
- Working together provides the capacity necessary for the three states to develop quality, customized assessments consistent with the overall goal of improving education.
- Working together allows the sharing of costs in the development of a customized assessment program of a quality that would not be feasible for any individual state.

Structure and Format of the Test

NECAP is a comprehensive set of tests that cover a broad range of objectives in reading and mathematics administered at grades 3, 4, 5, 6, 7, and 8 and writing at grades 5 and 8. A complete description of the objectives can be found in the *New England Common Assessment Program Grade-Level Expectations* (NECAP GLEs) developed and adopted collaboratively by the Departments of Education in New Hampshire, Rhode Island and Vermont. The NECAP GLEs are posted on the individual state department of education websites.

NECAP tests include the following types of items:

- multiple-choice items, which require students to select the correct answer from four possible responses;
- short-answer items, which require students to provide a solution to a problem;
- constructed-response items, which require students to write a brief (up to a half page) response or show the solution to a problem;
- writing prompts, which require students to demonstrate their ability to communicate in writing through an extended response. These prompts are both stand-alone and text-based.

Test Administrator's Responsibilities

Test administrators are vital to the success of the New England Common Assessment Program (NECAP). For this reason, the instructions given in this manual must be followed closely by each test administrator.

Test administrator's activities include the following:

- reading the *Test Administrator Manual* in its entirety;
- meeting with the test coordinator to review the testing schedule, to discuss arrangements for students who require accommodations, and to review testing procedures in the *Test Administrator Manual*;
- ensuring that all assessment materials given to you are accounted for;
- ensuring that prior to testing the Mathematics Tool Kit pieces have been punched out and placed in the white envelopes provided;
- obtaining Student ID Labels from the test coordinator and affixing them on the appropriate space provided on the Student Answer Booklets prior to testing;
- completing the student name, state assigned student ID, and birth date fields on the front cover of the Student Answer Booklet for all students for whom a label was not provided;
- obtaining student demographic information from the test coordinator for all students for whom a label was not provided. This information is required on page 2 of the Student Answer Booklet;
- ensuring a standardized test environment;
- maintaining the security of your test materials between test sessions;
- ensuring that students use only the test materials assigned to them;
- testing the group of students assigned to you according to the instructions in the *Test Administrator Manual*;
- providing accommodations as determined by the student's educational team;
- ensuring that a Student Answer Booklet has been completed for every student assigned to you;
- confirming that no additional pages have been inserted, taped, stapled, pasted, or otherwise attached to the Student Answer Booklets; and
- ensuring that all assessment materials are returned to your test coordinator when testing is completed.

Test Security (Before, During, and After testing)

Test items are secure and must not be released, copied, or duplicated in the school before or during testing or retained in the school in any way after testing is completed. To protect the security of the test, all test administrators must carefully follow the instructions in this manual for administering the test and handling materials. Keep the test booklets secure at all times. Any loss of test materials should be reported immediately to the test coordinator.

Using secure test material to prepare students in any way for this test administration is a violation of test security and testing procedure.

Breaches in Test Security

Any concern about breaches in test security or noncompliance with test administration procedures must be reported **immediately** to the test coordinator and/or principal. The test coordinator and/or principal is responsible for reporting **immediately** the concern to the state director of assessment at the department of education. (See page *i* of this manual for contact information.) The district superintendent should also be notified.

Before Testing

Preparation for Test Administration

Manuals

The *Test Administrator Manual* outlines all of the steps to be followed before, during, and after test administration. Understanding of and compliance with each of these steps is vital for a successful NECAP administration. Please read the *Test Administrator Manual* to become familiar with the test administration procedures. Make note of any special arrangements that will be necessary for your students.

Student Participation and Accommodations

Who Should Be Tested

NCLB makes clear in its title that schools are accountable for all students. The three NECAP states are equally committed to supporting the inclusion of all students in assessment by using elements of Universal Design in the NECAP tests and by developing alternate assessments for the small percentage of students who cannot participate in the NECAP tests.

All students enrolled in the school as of October 1, 2005 are required to participate in NECAP with the following exceptions:

1. Students who completed the Alternate Assessment for the 2004–2005 school year.
2. Students who are new to the U.S. after October 1, 2004 and are LEP and take the ACCESS test of English language proficiency, as scheduled in their states, are not required to take the NECAP reading and writing tests. However, these students must take the NECAP mathematics test.
3. Students who have state-approved special considerations. Each state department of education has a process for documenting and approving circumstances that make it impossible or not advisable for a student to participate in state testing. Contact the following staff or visit the state's department of education website for additional information.

New Hampshire — Tim Kurtz at, 603-271-3846

Rhode Island — Mary Ann Snider at, 401-222-8492

Vermont — Mary-Ann Minardo at, 802-828-5410

Students who enroll in the school after October 1, 2005 should participate, to the extent possible, in NECAP testing. The test coordinator should determine which sessions of NECAP, if any, have been completed in the student's prior school. The remaining sessions should be administered. Be sure to complete the appropriate box on page 2 of the Student Answer Booklet if the student was unable to participate in all testing sessions.

Determining How Students Will Participate Using Accommodations

The NECAP states have agreed upon a common set of allowable accommodations. Accommodations are available to all students on the basis of individual need regardless of disability status. For detailed information on planning and implementing accommodations, refer to the *Accommodations, Guidelines, and Procedures: Administrator Training Guide* available on each state's department of education website. The Table of Standard Test Accommodations is in Appendix 3 of this manual.

Decisions regarding accommodations should be made by the student's educational team on an individual basis. Accommodations must be consistent with those used during the student's regular classroom instruction, including test taking. Making accommodations decisions on a group basis, rather than on an individual basis, is not permitted.

Other Accommodations

If the decision of the student's educational team requires an accommodation not listed in the Table of Standard Test Accommodations, you must contact the department of education in advance of testing for specific instructions on encoding the "Other Accommodations (E)" and/or "Modifications (F)" section. (See page i of this manual for contact information.) Any accommodation(s) must be consistent with those used during the student's regular classroom instruction.

Document Accommodations

All accommodations used during any test session must be recorded by authorized school staff on page 2 of the Student Answer Booklet in the "Accommodations" section. (A sample page 2 of a Student Answer Booklet is in Appendix 1 of this manual.)

Test Schedule

NECAP tests must be administered to students between **October 3 and October 25, 2005**. All testing and makeup testing must be completed by October 25, 2005. The test coordinator in your school will arrange a testing schedule with you. Makeup testing may begin immediately following the scheduled administration of a test session. No student should be scheduled for a makeup session prior to the scheduled administration of that test session. You must also schedule testing for any students who require test accommodations that cannot be made during the regular test sessions.

Ideally, each test session should be administered when and where students are most likely to do their best. Test activities for each grade include time during the General Instructions session for completing the front cover of the Student Answer Booklet and time at the end of testing for completing the Student Questionnaire. Except for makeup sessions, **the test sessions must be taken in the order presented in the student's answer booklet**. The front cover of the Student Answer Booklet must be completed for students who are absent on the first day of testing prior to administering any part of the test. All students at a particular grade level within a district must be scheduled to take the same test session **simultaneously**.

Be sure that the test administration sessions do not conflict with regularly scheduled daily activities, such as recess, snack breaks, and lunch. Sufficient time should be allowed for continuous administration of each test session. Please refer to the table on the next page for the reading and mathematics testing schedule information for grade 4.

NECAP test sessions are designed to be completed in approximately 45 minutes. However, recognizing that students work at different rates, NECAP tests are not strictly timed. Students are allowed up to an additional 45 minutes per session, as long as they are working productively. Therefore, schedule 90 minutes of uninterrupted time for administering each test session. Students who will need beyond 90 minutes must have an extended time accommodation determined prior to testing.

If students complete a test session early, those students may go back and check work in that session of the test **only** or close the answer booklets and sit quietly. Students may not work on any other session of the test. Since some students will finish early, it is important for them to be quietly occupied so they will not disturb those students who require more time.

Testing Schedule Grade 4		
Test Session	Test Activity	Scheduled Time* (in minutes)
General Instructions	Completing Student Information	5
Reading Session 1	Directions	5
	Testing (14 multiple-choice & 3 constructed-response)	90
Reading Session 2	Directions	5
	Testing (14 multiple-choice & 3 constructed-response)	90
Reading Session 3	Directions	5
	Testing (14 multiple-choice & 3 constructed-response)	90
Mathematics Session 1	Directions	5
	Testing — Non-Calculator (12 multiple-choice & 11 short-answer)	90
Mathematics Session 2	Directions	5
	Testing (16 multiple-choice & 8 short-answer)	90
Mathematics Session 3	Directions	5
	Testing (16 multiple-choice & 7 short-answer)	90
Student Questionnaire	Questionnaire	20
*Although 90 minutes are scheduled in each session for testing, during pilot testing most students required one hour or less.		

Test Materials

Inventory Test Materials

In addition to this manual, you will receive Student Answer Booklets, Mathematics Tool Kits, and rulers for the group of students you will be testing. Your test coordinator will provide you with the correct number of test materials for the group of students assigned to you. When you receive the test materials from your test coordinator, check to make sure you have the correct number of each piece of material. If you find any discrepancies, see your test coordinator.

Preparing Student Answer Booklets for Testing

Student Answer Booklets are shrink-wrapped together in packs of 15, 10, 5, and as singles. Each pack's quantity is indicated by a label on the top of the pack. Shrink-wrapped packs may be split to accommodate the number of students in any one testing group within a grade level at the school. Each pack contains a mix of test forms — do not reorder the test forms.

All Student Answer Booklets contain a unique serial number that is located in the bottom right corner of the front and back cover of the booklets. This serial number is used to uniquely identify each Student Answer Booklet and identify the test form number.

Grade 4

- For students enrolled in your school with Student ID Labels, affix one label to the front cover of the Student Answer Booklet in the space provided.
- For students enrolled in your school without Student ID Labels, write and bubble the student name, state assigned student ID, and birth date fields on the front cover of the Student Answer Booklet.

This student identification information must be provided on the Student Answer Booklet prior to testing.

Preparing Students and the Test Site

It is important that you let your students know what to expect. Hopefully, at this point your students have had the opportunity to take the NECAP Practice Tests and you have reviewed the information on the document entitled *Preparing Students for NECAP: Tips for Teachers to Share with Students*. Your students should be supported and encouraged to do their best during the testing period. Communicate to them that all of the students may not be able to answer all of the questions. Also, ask your students to relax and enjoy the test; although it may be challenging, it should be interesting.

Reference materials, including those on the classroom walls, should not be used by students. All reference materials (printed or attached) on student desks should be removed or covered. Any displayed materials in the classroom that interfere with proper test administration are not permitted. It is not possible to list all classroom materials that may potentially create an advantage or disadvantage for students during testing; if in doubt, remove or cover the materials, or reposition students' desks so the materials cannot be viewed. If there are any questions, see your test coordinator.

To prepare your students and the test site for the assessment you should:

- check your test materials to be sure you have enough for the students you will be testing;
- check your test materials to identify any defective materials;
- identify a secure location for storing test materials between test sessions;

- notify students in advance of testing and request that they bring two #2 pencils to every test session;
- obtain scratch paper and extra #2 pencils;
- ensure that calculators, NECAP Multiplication Tables, and NECAP Hundreds Charts are available in accordance with your school’s decision regarding their use on the test;
- ensure that there are not any displayed materials in the classroom or on the student desks that would interfere with proper test administration; and,
- encourage students to bring something to read if they finish the test session early.

Just prior to testing, please

- review the session scripts that you will read to students during testing;
- acquire one Student Answer Booklet to use as a visual aid while you read the directions;
- arrange test materials for each session so that you will be able to distribute them to students quickly;
- confirm that you have all of the necessary supplies for the test session;
- post a “TESTING—PLEASE DO NOT DISTURB” sign on the classroom door; and
- instruct students to clear their desks of books and other materials not needed for the assessment.

During Testing

Test Administration

The following pages detail the procedures to be followed for each session of the test. To ensure a consistent and accurate test administration, a “script” for each session (material to read aloud to students) is provided. The text is printed in bold type inside of shaded boxes. Directions to you within the scripts are in regular type inside of parentheses. Read the directions exactly as they are written. If necessary, you may supplement the directions with your own explanations, but do not give any hints or answers pertaining to the content of the assessment.

Directions to the students should only take a few minutes so that most of the students’ time can be spent answering questions. Be sure that students clearly understand all of the directions before you begin testing. During each part of the test, walk around the room and check that students are working in the correct session, turning pages when necessary, marking answers in the proper places, and are not spending too much time on any one item. Students should be reminded to take the task seriously.

Test administrators may not comment on students’ work. Test administrators may not help students in any way except during the General Instructions, Student Questionnaire, or as specified in the *Test Administrator Manual*.

General Instructions

Estimated Time: 5 Minutes

Materials Needed: Student Answer Booklets, and #2 pencils.

NOTE: Before you begin this session, please write your name, school name, and district name on the chalkboard.

1. Distribute one Student Answer Booklet to each student. Ensure that each student receives the correct booklet according to the Student ID Label or the name written on the front cover of the booklet. Each student must have his or her own test materials. Tell students they cannot open the booklets until they are instructed to do so.
2. Say to the students:

During the next few days, you will be tested in reading and mathematics. Your principal and teachers will use the information from this test to help plan your school's program. You will receive your results after the test has been scored. This test may be different from other tests you have taken. You may not be able to answer every question, but it is important that you read each one carefully and do your best. Do not open the booklets I gave you until I tell you what to do. Please look at the front cover of your Student Answer Booklet. If a Student ID Label is on your booklet, check that it has *your* name on it. If your booklet does not have a Student ID Label, make sure the letters for your name are bubbled in. Please raise your hand if you have the wrong booklet. (Ensure that all students have the correct booklet.) During all of the test sessions, you must use a #2 pencil to write and to mark your answers. If you do not have a #2 pencil, please raise your hand. (Supply a #2 pencil to students who need one.)

Before we begin, you will need to fill out some additional identification information on your test materials. On the upper left front cover of your Student Answer Booklet, write your name on the line where it says "Student Name." (Pause.) Now write our school name on the line below that. Our school name is (Say the official name of the school.) The school name is written on the board. (Pause.) Now write my name on the line where it says Teacher/Class Name. My name is also written on the board. (Pause.) Finally, write our district name on the line below that. Our district name is (Say the official name of the district.) The district name is also written on the board. (Circulate and check.)

3. Say to the students:

Now look just below where you filled in this information. You will see samples of correct and incorrect marking instructions. Make sure you cleanly erase any marks you wish to change. Also, do not make any stray marks on this form. Make sure you completely darken in the circle when you mark your answers in the Student Answer Booklet. (Pause.) Do you have any questions? (Answer any questions.)

4. If you are not going on to Reading – Session 1, collect the Student Answer Booklets and store them in a secure place until the next scheduled part of the test.

Reading — Session 1

Estimated Time: 45 Minutes

(Up to 45 minutes additional time may be allowed)

Materials needed: Student Answer Booklets, scratch paper, and #2 pencils.

NOTE: Dictionaries, textbooks, thesauruses, etc. **are not** allowed during any part of this session.

1. Return the Student Answer Booklets to students. Each student must have his or her original test materials. Distribute scratch paper to all students and instruct them to write their names on it. Distribute #2 pencils to students who need them.
2. Say to the students:

You are now going to start Session 1 of the reading test. In this session, you will read two passages and answer seventeen questions. Some of the questions may be hard for you to answer, but it is important that you do your best. If you are not sure of the answer to a question, you should make your best guess. Answer the multiple-choice questions by filling in the circle next to the best answer. Plan your written answers so they fit only in the answer spaces provided in your Student Answer Booklet. You may use your scratch paper to plan your answers and make notes, but only what you write in the spaces provided in your Student Answer Booklet will be scored. Does anyone have any questions? (Answer student questions in accordance with the directions in this manual.)

Open your Student Answer Booklet to page 3. The top of the page is labeled “Reading – Session 1.” It will probably take you about 45 minutes to read the passages and answer the questions in this session of the test, but you can have more time if you need it. Please stop when you come to the stop sign at the end of this session. You may reread any passage or review your answers in this session of the test, but you may not go forward to work on any other sessions. Are there any questions? (Answer student questions in accordance with the directions in this manual.) **When you finish, insert your scratch paper into your Student Answer Booklet. Please sit quietly and read until everyone is finished. You may begin.**

3. Circulate and check to make sure all students are on the correct page in their Student Answer Booklet.
4. Students should be allowed to continue working up to 90 minutes as long as the students are working productively. Ensure that students who have finished sit quietly so they will not disturb those students who require more time.
5. If you are not going on to Reading – Session 2, collect all test materials and store them in a secure place until the next scheduled session of the test.

Reading — Session 2

Estimated Time: 45 Minutes
(Up to 45 minutes additional time may be allowed)

Materials needed: Student Answer Booklets, scratch paper, and #2 pencils.

NOTE: Dictionaries, textbooks, thesauruses, etc. **are not** allowed during any part of this session.

1. Return the Student Answer Booklets to students. Each student must have his or her original test materials. Distribute additional scratch paper to students, if needed, and instruct them to write their names on it. Distribute #2 pencils to students who need them.
2. Say to the students:

You are now going to start Session 2 of the reading test. In this session, you will read two passages and answer seventeen questions. Some of the questions may be hard for you to answer, but it is important that you do your best. If you are not sure of the answer to a question, you should make your best guess. Answer the multiple-choice questions by filling in the circle next to the best answer. Plan your written answers so they fit only in the answer spaces provided in your Student Answer Booklet. You may use your scratch paper to plan your answers and make notes, but only what you write in the spaces provided in your Student Answer Booklet will be scored. Does anyone have any questions? (Answer student questions in accordance with the directions in this manual.)

Open your Student Answer Booklet to page 14. The top of the page is labeled “Reading – Session 2.” It will probably take you about 45 minutes to read the passages and answer the questions in this session of the test, but you can have more time if you need it. Please stop when you come to the stop sign at the end of this session. You may reread any passage or review your answers in this session of the test, but you may not go forward or go back to work on any other sessions. Are there any questions? (Answer student questions in accordance with the directions in this manual.) **When you finish, insert your scratch paper into your Student Answer Booklet. Please sit quietly and read until everyone is finished. You may begin.**

3. Circulate and check to make sure all students are on the correct page in their Student Answer Booklet.
4. Students should be allowed to continue working up to 90 minutes as long as the students are working productively. Ensure that students who have finished sit quietly so they will not disturb those students who require more time.
5. If you are not going on to Reading – Session 3, collect all test materials and store them in a secure place until the next scheduled session of the test.

Reading — Session 3

Estimated Time: 45 Minutes

(Up to 45 minutes additional time may be allowed)

Materials needed: Student Answer Booklets, scratch paper, and #2 pencils.

NOTE: Dictionaries, textbooks, thesauruses, etc. **are not** allowed during any part of this session.

1. Return the Student Answer Booklets to students. Each student must have his or her original test materials. Distribute additional scratch paper to students, if needed, and instruct them to write their names on it. Distribute #2 pencils to students who need them.
2. Say to the students:

You are now going to start Session 3 of the reading test. In this session, you will read two passages and answer seventeen questions. Some of the questions may be hard for you to answer, but it is important that you do your best. If you are not sure of the answer to a question, you should make your best guess. Answer the multiple-choice questions by filling in the circle next to the best answer. Plan your written answers so they fit only in the answer spaces provided in your Student Answer Booklet. You may use your scratch paper to plan your answers and make notes, but only what you write in the spaces provided in your Student Answer Booklet will be scored. Does anyone have any questions? (Answer student questions in accordance with the directions in this manual.)

Open your Student Answer Booklet to page 26. The top of the page is labeled “Reading – Session 3”. It will probably take you about 45 minutes to read the passages and answer the questions in this session of the test, but you can have more time if you need it. Please stop when you come to the stop sign at the end of this session. You may reread any passage or review your answers in this session of the test, but you may not go forward or go back to work on any other sessions. Are there any questions? (Answer student questions in accordance with the directions in this manual.) **When you finish, remove all scratch paper from your Student Answer Booklet and place it on top of your booklet. Please sit quietly and read until everyone is finished. You may begin.**

3. Circulate and check to make sure all students are on the correct page in their Student Answer Booklet.
4. Students should be allowed to continue working up to 90 minutes as long as the students are working productively. Ensure that students who have finished sit quietly so they will not disturb those students who require more time.
5. If you are not going on to Mathematics – Session 1, collect all test materials and store them in a secure place until the next scheduled session of the test. Keep all used scratch paper in a secure place until test materials are returned to the test coordinator.

Mathematics — Session 1

Estimated Time: 45 Minutes

(Up to 45 minutes additional time may be allowed)

Materials needed: Student Answer Booklets, scratch paper, and #2 pencils.

NOTE: Session 1 is a **Non-Calculator** session. Use of rulers, calculators, Mathematics Tool Kit pieces, NECAP Multiplication Tables, and NECAP Hundreds Charts is **not** permitted during this session of the mathematics test.

1. Return the Student Answer Booklets to students. Each student must have his or her original test materials. Distribute scratch paper to all students and instruct them to write their names on it. Distribute #2 pencils to students who need them.
2. Say to the students:

You are now going to start Session 1 of the mathematics test. In this session, you will answer twenty-three questions. Some of the questions may be hard for you to answer, but it is important that you do your best. If you are not sure of the answer to a question, you should make your best guess. Answer the multiple-choice questions by filling in the circle next to the best answer. Plan your written answers so they fit only in the answer spaces provided in your Student Answer Booklet. You may use your scratch paper to plan your answers and make notes, but only what you write in the spaces provided in your Student Answer Booklet will be scored. Does anyone have any questions? (Answer student questions in accordance with the directions in this manual.)

Open your Student Answer Booklet to page 40. The top of the page is labeled “Mathematics – Session 1”. It will probably take you about 45 minutes to answer the questions in this session of the test, but you can have more time if you need it. Please stop when you come to the stop sign at the end of this session. You may review your answers in this session of the test, but you may not go forward or go back to work on any other sessions. If you get stuck on a word, I can read the word to you. I cannot read numbers, mathematics symbols, or a whole question to you. If you want help reading a word, raise your hand. (Pronounce the word to students who ask for assistance. Do not define the word or help the students in any other way.) Are there any questions? (Answer student questions in accordance with the directions in this manual.) When you finish, insert your scratch paper into your Student Answer Booklet. Please sit quietly and read until everyone is finished. You may begin.

3. Circulate and check to make sure all students are on the correct page in their Student Answer Booklet.
4. Students should be allowed to continue working up to 90 minutes as long as the students are working productively. Ensure that students who have finished sit quietly so they will not disturb those students who require more time.
5. If you are not going on to Mathematics – Session 2, collect all test materials and store them in a secure place until the next scheduled session of the test.

Mathematics — Session 2

Estimated Time: 45 Minutes

(Up to 45 minutes additional time may be allowed)

Materials needed: Student Answer Booklets, Mathematics Tool Kits (in white envelopes), rulers, calculators, NECAP Multiplication Tables, NECAP Hundreds Charts, scratch paper, and #2 pencils.

NOTE: Session 2 is a **Calculator** session. Use of Mathematics Tool Kits, rulers, calculators, NECAP Multiplication Tables, and NECAP Hundreds Charts is permitted during this session of the mathematics test. Students may use their own calculators or those supplied by the school and the NECAP Multiplication Tables and NECAP Hundreds Charts if the school has decided to allow the use of them. Calculators with “QWERTY” keyboards **are not** permitted.

1. Return the Student Answer Booklets to students. Each student must have his or her original test materials. Distribute a ruler and Mathematics Tool Kit envelope to each student. Distribute calculators to students if your school has decided to allow their use on the test. Distribute NECAP Multiplication Tables and NECAP Hundreds Charts to students if your school has decided to allow their use on the test and instruct the students to write their names on them. Distribute additional scratch paper to students, if needed, and instruct them to write their names on it. Distribute #2 pencils to students who need them.
2. Say to the students:

You are now going to start Session 2 of the mathematics test. In this session, you will answer twenty-four questions. Some of the questions may be hard for you to answer, but it is important that you do your best. If you are not sure of the answer to a question, you should make your best guess. Answer the multiple-choice questions by filling in the circle next to the best answer. Plan your written answers so they fit only in the answer spaces provided in your Student Answer Booklet. You may use your scratch paper to plan your answers and make notes, but only what you write in the spaces provided in your Student Answer Booklet will be scored. Some test questions will have a small picture of an envelope beside it. The envelope is a reminder for you to use the shapes in your Mathematics Tool Kit envelope to help you answer the question. Does anyone have any questions? (Answer student questions in accordance with the directions in this manual.)

Open your Student Answer Booklet to page 52. The top of the page is labeled “Mathematics – Session 2.” It will probably take you 45 minutes to answer the questions in this session of the test. Please stop when you come to the stop sign at the end of this session. You may review your answers in this session of the test, but you may not go forward or go back to work on any other sessions. If you get stuck on a word, I can read the word to you. I cannot read numbers, mathematics symbols, or a whole question to you. If you want help reading a word, raise your hand. (Pronounce the word to students who ask for assistance. Do not define the word or help the students in any other way.) Are there any questions? (Answer student questions in accordance with the directions in this manual.) When you finish, insert all of your materials into your Student Answer Booklet. Please sit quietly and read until everyone is finished. You may begin.

3. Circulate and check to make sure all students are on the correct page in their Student Answer Booklet.
4. Students should be allowed to continue working up to 90 minutes as long as the students are working productively. Ensure that students who have finished sit quietly so they will not disturb those students who require more time.
5. If you are not going on to Mathematics – Session 3, collect all test materials and store them in a secure place until the next scheduled session of the test.

Mathematics — Session 3

Estimated Time: 45 Minutes

(Up to 45 minutes additional time may be allowed)

Materials needed: Student Answer Booklets, Mathematics Tool Kit (in white envelopes), rulers, calculators, NECAP Multiplication Tables, NECAP Hundreds Charts, scratch paper, and #2 pencils.

NOTE: Session 3 is a **Calculator** session. Use of Mathematics Tool Kits, rulers, calculators, NECAP Multiplication Tables, and NECAP Hundreds Charts is permitted during this session of the mathematics test. Students may use their own calculators or those supplied by the school and the NECAP Multiplication Tables and NECAP Hundreds Charts if the school has decided to allow the use of them. Calculators with “QWERTY” keyboards **are not** permitted.

1. Return the Student Answer Booklets and Mathematics Tool Kit envelopes to students. Each student must have his or her original test materials. Distribute a ruler to each student. Distribute calculators to students if your school has decided to allow their use on the test. Distribute the same NECAP Multiplication Tables and NECAP Hundreds Charts back to students if they were used in Session 2. Distribute additional scratch paper to students, if needed, instruct students to write their names on it. Distribute #2 pencils to students who need them.
2. Say to the students:

You are now going to start Session 3 of the mathematics test. In this session, you will answer twenty-three questions. Some of the questions may be hard for you to answer, but it is important that you do your best. If you are not sure of the answer to a question, you should make your best guess. Answer the multiple-choice questions by filling in the circle next to the best answer. Plan your written answers so they fit only in the answer spaces provided in your Student Answer Booklet. You may use your scratch paper to plan your answers and make notes, but only what you write in the spaces provided in your Student Answer Booklet will be scored. Some test questions will have a small picture of an envelope beside it. The envelope is a reminder for you to use the shapes in your Mathematics Tool Kit envelope to help you answer the question. Does anyone have any questions? (Answer student questions in accordance with the directions in this manual.)

Open your Student Answer Booklet to page 66. The top of the page is labeled “Mathematics – Session 3.” It will probably take you about 45 minutes to answer the questions in this session of the test, but you can have more time if you need it. Please stop when you come to the stop sign at the end of this session. You may review your answers in this session of the test, but you may not go forward or go back to work on any other sessions. If you get stuck on a word, I can read the word to you. I cannot read numbers, mathematics symbols, or a whole question to you. If you want help reading a word, raise your hand. (Pronounce the word to students who ask for assistance. Do not define the word or help the students in any other way.) Are there any questions? (Answer student questions in accordance with the directions in this manual.) When you finish, remove all scratch paper from your Student Answer Booklet. Place your scratch paper and all other materials on top of your Student Answer Booklet. Please sit quietly and read until everyone is finished. You may begin.

3. Circulate and check to make sure all students are on the correct page in their Student Answer Booklet.
4. Students should be allowed to continue working up to 90 minutes as long as the students are working productively. Instruct students that when they finish they should sit quietly so they will not disturb those students who require more time.
5. If you are going on to the Student Questionnaire, collect all the test materials except for the Student Answer Booklets and store them in a secure place until you are ready to return them to the test coordinator. If you are not going on to the Student Questionnaire, collect all test materials and store them in a secure place.

Student Questionnaire

Estimated Time: 20 Minutes

Materials needed: Student Questionnaires, Student Answer Booklets, and #2 pencils.

1. Return the Student Answer Booklets to students. Each student must have his or her original test materials. Distribute #2 pencils to students who need them. Distribute a Student Questionnaire to each student.
2. Say to the students:

You are now going to complete the Student Questionnaire. The questions will ask you about different things related to school. There are no right or wrong answers to these questions, so you should mark the answers that are true for you. Please mark your answers to the questions from the Student Questionnaire into your Student Answer Booklet on page 83 in the box labeled “Student Questionnaire.” There are 36 answer spaces, but only 26 questions. Be sure to mark your answers in the correct space and leave the last 10 answer spaces blank. If you do not feel comfortable answering a question, leave it blank. If you need help answering any questions, please raise your hand. You may begin. (Answer any questions students might have.)

3. Circulate and check to make sure all students are on the correct page in their Student Answer Booklet. Help students answer questions, if necessary.
4. After students complete the Student Questionnaire, collect all test materials and store them in a secure place until you are ready to return them to the test coordinator.

After Testing

Completing Student Information on Student Answer Booklets

After testing is finished, test administrators or authorized school personnel must verify that a Student ID Label has been placed in the appropriate space provided on the front cover of the Student Answer Booklet for all students for whom a label was provided. If Student ID Labels were not provided for some students, then test administrators or authorized school personnel must ensure that the front cover and page 2 of the Student Answer Booklets are completed for those students.

Specific information regarding the completing of the For Teacher Use Only field on the front cover of the Student Answer Booklet is in Appendix 2 and in the Achievement Level information provided with your test materials.

Specific information regarding the completing of student information on page 2 of the Student Answer Booklet is provided below and in Appendices 1 and 2 of this manual.

Test administrators or authorized school personnel must complete the following student information, if applicable, **after testing** on page 2 of the Student Answer Booklet for each student, regardless of whether or not the student has a Student ID Label. This information includes each student's

- accommodation(s) with corresponding codes from the Table of Standard Test Accommodations (See Appendix 3),
- other accommodations (E or F) that were approved by the department of education prior to testing,
- reason why the Student Answer Booklet is being returned blank in one or more sessions of the test, if applicable, and
- homeschooled status.

For each student without a Student ID Label, test administrators or authorized personnel must also complete the following student information **after testing** on page 2 of the Student Answer Booklet (See Appendices 1 and 2). This information includes each student's

- gender,
- primary race / ethnicity,
- LEP program participation,
- IEP status,
- socioeconomic status (SES),
- migrant status,
- 504 Plan status, and
- Title 1A program participation.

This information must be filled out by authorized school personnel directly onto the Student Answer Booklet for each student without a label.

Inventory and Prepare Test Materials for Delivery to Test Coordinator

1. Collect all of the test materials that were assigned to you.
2. Confirm that Student ID Labels have been placed in the space provided on the Student Answer Booklet (for students enrolled in the school after October 1, 2005, for whom a label was provided).
3. Confirm that the front cover and page 2 of the Student Answer Booklet have been completed accurately for each student without a label.
4. Confirm that all accommodations have been correctly marked on page 2 of the Student Answer Booklets for all students that used an accommodation(s) during testing.
5. Be sure that you are submitting a Student Answer Booklet (with the required demographic and program participation information completed) for every student assigned to you.
6. Verify that no extra pages or materials have been inserted, stapled, taped, pasted, or otherwise attached to the Student Answer Booklets.
7. Confirm that students did not use ballpoint pen, felt-tip pen, or hard or colored pencils to mark their answers in the Student Answer Booklets. Responses written with these instruments will not be scanned or scored correctly.
8. Sort the materials needing special handling (i.e., computer generated responses). Attach an explanatory note to each booklet.

NOTE: All non-standard student generated responses (i.e., computer generated responses, brailled responses, etc.) must be transcribed by the test administrator or authorized school personnel into a regular Student Answer Booklet. The work the student produced AND the Student Answer Booklets that contain the transcription should be returned in the Special Handling Envelope.

9. Sort any used large-print forms of the test and place these materials on top of the “Special Handling” materials. Place these materials on top of the remaining used test materials.
10. Place the test materials in a stack in the following order from top to bottom:

TOP OF STACK
Large-Print Test Booklets
Student Answer Booklets requiring special handling
Student Answer Booklets
Scratch paper
All unused student test materials (including any defective materials)
BOTTOM OF STACK

The following items **DO NOT** need to be returned:

- Mathematics Tool Kit Envelopes
- rulers
- NECAP Multiplication Tables
- NECAP Hundreds Charts
- Student Questionnaires
- Test Administrator Questionnaires
- *Test Administrator Manuals*

11. Return the stack of test materials to your school’s test coordinator.

**THANK YOU VERY MUCH FOR YOUR ASSISTANCE IN
ADMINISTERING THE NEW ENGLAND COMMON
ASSESSMENT PROGRAM TEST.**

Appendix 1: Page 2 of Student Answer Booklet

STUDENT PROGRAM PARTICIPATION INFORMATION

Applicable information is to be completed after testing by a teacher/staff person for every enrolled student. Please refer to the Principal/Test Coordinator Manual or the Test Administrator Manual for more information.

ACCOMMODATIONS USED			
	READING	MATHEMATICS	WRITING
A-1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B-1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B-2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B-3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-4	NA	<input type="radio"/>	<input type="radio"/>
C-5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-12	NA	<input type="radio"/>	<input type="radio"/>
C-13	NA	<input type="radio"/>	NA
D-1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D-2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D-3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D-4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D-5	<input type="radio"/>	<input type="radio"/>	NA
D-6	<input type="radio"/>	<input type="radio"/>	NA
E-1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-2	NA	NA	<input type="radio"/>
F-1	NA	<input type="radio"/>	NA
F-2	<input type="radio"/>	NA	NA
F-3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COMPLETE THE INFORMATION BELOW FOR EVERY STUDENT WITHOUT A LABEL, IF APPLICABLE.

GENDER

☐ Female ☐ Male

PRIMARY RACE / ETHNICITY

- ☐ American Indian or Alaskan Native
☐ Asian
☐ Black or African American
☐ Hispanic or Latino
☐ Native Hawaiian or Pacific Islander
☐ White

LEP

- ☐ Currently receiving LEP services
☐ Former LEP student - monitoring year 1
☐ Former LEP student - monitoring year 2

IEP

☐ Yes

SES

☐ Yes

Migrant

☐ Yes

504 Plan

☐ Yes

TITLE 1A

☐ Yes

HOMESCHOOLED

☐ Yes

Student Answer Booklet is being returned blank in one or more sessions for the following reason:

- ☐ Student completed Alternate Assessment for the 2004-05 school year.
☐ Student is new to U.S. after Oct. 1, 2004 and is LEP (reading and writing only).
☐ Student withdrew from school after Oct. 1, 2005.
☐ Student enrolled in school after Oct. 1, 2005.
☐ State-approved special consideration.
☐ Student was enrolled on Oct. 1, 2005 and did not complete test for reasons other than those listed above.

OPTIONAL REPORTS

Identify the appropriate code number:

A ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
B ⑪ ⑫ ⑬ ⑭ ⑮ ⑯ ⑰ ⑱ ⑲ ⑳
C ㉑ ㉒ ㉓ ㉔ ㉕ ㉖ ㉗ ㉘ ㉙ ㉚

Appendix 2: Instructions for Completing Student Information on Student Answer Booklets

Test administrators or authorized school personnel are responsible for properly affixing Student ID Labels in the appropriate space provided on the Student Answer Booklets. For students that do not have a Student ID Label available for them, test administrators or authorized school personnel are responsible for completing the student information on the front cover and page 2 of the Student Answer Booklets. The test coordinator is responsible for verifying that this information has been completed correctly.

Use the instructions beneath each heading below to complete the student information sections located on the front cover and page 2 of the Student Answer Booklets.

Front Cover

For Teacher Use Only (after testing)

Refer to the achievement level descriptions to select the achievement level that best describes the student's classroom performance. Darken a circle to indicate low (-), high (+), or medium (1, 2, 3, or 4) performance within that achievement level.

The teacher judgments of student proficiency in classroom work will be used in the standard setting process to determine achievement level cut scores for the NECAP tests. This must be completed by the student's content teacher(s) after testing in all content areas has concluded.

Student Name

Write in the student's last name, first name, and middle initial in the spaces provided and then darken the corresponding circles below that match those letters.

State Assigned Student ID

Write in the student's state assigned student ID number in the spaces provided and then darken the corresponding circles below that match those numbers.

Birth Date

Darken the month of the student's birthday. Write the number of the day and year the student was born in the spaces provided and then darken the corresponding circles below that match those numbers.

Page 2

Accommodations Used (after testing)

If the student used any accommodation(s) listed in the Table of Standard Test Accommodations in Appendix 3 of this manual, darken the circle that corresponds to the accommodation(s) for each content area.

Reason for Return of Blank Student Answer Booklet (after testing)

If a student's Student Answer Booklet is being returned blank in one or more sessions, darken the circle next to the most appropriate reason available.

Homeschooled

Darken the circle if the student is a homeschooled student and not enrolled in the school.

Optional Reports

This field enables schools districts or schools to indicate groupings of students that can be used for analysis of results at the local level. Groupings may be based on any factor of interest to the school such as class, teacher, feeder school, instructional program, etc. The three rows (A, B, C) may be used to indicate up to three code numbers per student. Darken no more than one circle per row (A, B, C).

Code numbers indicated on the grid will be included on the student-level data file of NECAP results as completed. No analysis or reporting of the Optional Reports code numbers will be included with the reporting of NECAP results. Be sure to keep a copy of the key to identify code numbers at the local level.

The following information must be provided on Page 2 of the Student Answer Booklet for any student that does not have a Student ID Label available for them. This information should be provided after testing in accordance with applicable state and federal regulations governing confidentiality.

Gender

Darken the circle that corresponds to the student's gender.

Primary Race / Ethnicity

Darken the circle that corresponds to the student's primary ethnicity.

LEP

Darken the circle that corresponds to the students LEP status, if applicable.

IEP

Darken the circle if the student has an Individual Education Plan.

SES

Darken the circle if the student is eligible for Free or Reduced Price Meals consistent with USDA National School Lunch Program regulations.

Migrant

Darken the circle if the student is classified as Migrant.

504 Plan

Darken the circle if the student has a 504 Plan.

Title 1A

Darken the circle if the student participated in the Title 1A program this year.

Appendix 3: Table of Standard Test Accommodations

Table of Standard Test Accommodations

Any accommodation(s) utilized for the assessment of individual students shall be the result of a formal or informal team decision made at the local level. Accommodations are available to all students on the basis of individual need, regardless of disability status.

A. Alternative Settings

- A-1 Administer the test individually in a separate location
- A-2 Administer the test to a small group in a separate location
- A-3 Administer the test in locations with minimal distractions (e.g., study carrel or different room from rest of class)
- A-4 Preferential seating (e.g., front of room)
- A-5 Provide special acoustics
- A-6 Provide special lighting or furniture
- A-7 Administer the test with special education personnel
- A-8 Administer the test with other school personnel known to the student
- A-9 Administer the test with school personnel at a non-school setting

B. Scheduling and Timing

- B-1 Administer the test at the time of day that takes into account the student's medical needs or learning style
- B-2 Allow short, supervised breaks during testing
- B-3 Allow extended time, beyond what is recommended, until in the administrator's judgment, the student can no longer sustain the activity

C. Presentation Formats

- C-1 Braille
- C-2 Large-print version
- C-3 Sign directions to student
- C-4 Read test aloud to student (Mathematics and Session 1 Writing only) ¹
- C-5 Student reads test aloud to self
- C-6 Translate directions into other language
- C-7 Underline key information in directions
- C-8 Visual magnification devices
- C-9 Reduction of visual print by blocking or other techniques
- C-10 Acetate shield
- C-11 Auditory amplification device or noise buffers
- C-12 Word-to-word translation dictionary, non-electronic with no definitions (For ELL students in Mathematics and Writing only)
- C-13 Abacus use for student with severe visual impairment or blindness (Mathematics - Any Session)

D. Response Formats

- D-1 Student writes using word processor, typewriter, or computer. ² (School personnel transcribes student responses exactly as written, into the Student Answer Booklet.)
- D-2 Student hand writes responses on separate paper. (School personnel transcribes student responses exactly as written, into the Student Answer Booklet.)
- D-3 Student writes using Braille. (School personnel transcribes student responses exactly as written, into the Student Answer Booklet.)
- D-4 Student indicates response to multiple-choice items. (School personnel records student responses into the Student Answer Booklet.)
- D-5 Student dictates constructed responses (Reading and Mathematics only) to school personnel. (School personnel transcribes student responses exactly as dictated, into the Student Answer Booklet.)
- D-6 Student dictates constructed responses (Reading and Mathematics only) using assistive technology. (School personnel transcribes student responses exactly as written, into the Student Answer Booklet.)

If an accommodation that is not listed above is needed for a student, please contact the state personnel for accommodations to discuss it.

E. Other Accommodations ³

- E-1 Accommodations team requested other accommodation not on list and DOE approved as comparable
- E-2 Scribing the Writing Test (only for students requiring special consideration)

F. Modifications ⁴

- F-1 Using a calculator and/or manipulatives on Session 1 of the Mathematics Test
- F-2 Reading the Reading Test
- F-3 Other

1. Reading the Reading Test to the student invalidates all reading sessions.
2. Spell and grammar checks must be turned off. This accommodation is intended for unique individual needs, not an entire class.
3. Test coordinators must obtain approval for the accommodation from the Department of Education prior to test administration.
4. All affected sessions using these modifications are counted as incorrect.

